



Promoting and Measuring Family and Community Engagement for Healthy Early Childhood Development

Family and Community Knowledge Systems

Family and community knowledge systems are the informal and formal ways in which children learn in their home and community environments. They are the glue that holds family and community together and contributes to their resiliency and effectiveness.

The Family and Community Knowledge Systems Project:

- Underscores the importance of how programs recognize, interact with, and support these important systems in which children are embedded.
- Aims to expand how we define and support healthy whole-child development and program quality from the perspective of family and community knowledge systems.
- Highlights and measures ways to strengthen family and community engagement with formal systems to improve early childhood programs, policies, and practices -- particularly for low-income children and children of color.

Family and community engagement tools

About the tools

Richard Chase and Betty Emarita developed and tested two tools by listening to the voices of parents and early childhood development professionals whose practices support whole child development and well-being in diverse communities. The voices in the Family and Community Knowledge Project represent both urban and rural communities and many ethnic and cultural heritages, including African American, German, Hmong, Irish, Latino, Norwegian, Ojibwe, Somali, and Swedish.

The family and community engagement **tool for parents** assesses healthy early childhood development from the perspective of family and community knowledge systems.

The family and community engagement **tool for providers and program staff** assesses program quality from a family and community knowledge systems perspective.

Together, the tools measure family and community engagement based upon valuing and respecting family and community connections and wisdom and including families as an integral part of program design and decisions.

A 14-item survey tool for parents assesses healthy early childhood development from the perspective of family and community knowledge systems. It provides a vehicle for measuring and discussing extended family support and connections; family and community transmission of moral and cultural values; respect for self and others; and the extent to which families' experiences with institutions, programs, and agencies are responsive and supportive.

A 15-item survey tool for providers and program staff provides a means for reflecting upon, measuring, and discussing new dimensions of quality as they relate to family and community knowledge systems, including building character and integrity in children, helping children develop a sense of self, and understanding and valuing all types of families within a community context.

Together, the tools measure and promote levels of family engagement that go deeper than language and logistics. This deeper engagement is based upon valuing and respecting family and community wisdom and including families as an integral part of program design and decisions.

Early Childhood Assessment Family and Community Knowledge Systems				
For each of the following statements, please describe to what extent or degree (how much or how often) your family demonstrates the feelings, skills, and behavior. In the space provided, please list one or more community sites or neighborhood resources that include these feelings, skills, or behavior. If a site is not listed, or if you are not sure, please list other sites, including places such as in schools, daycares, or places of worship.				
Please check only one response for each statement.				
To what extent do you agree?				
Program staff: describe the use of the staff. Please				
Signs of extended family support and involvement				
1. Registry entry or extended family can check in on me or my child to keep you up to date on my child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ray on family, friends, and extended family for emotional support for positive cultural or social messages and involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Help my child with school, work, or other family-based or extended family-based institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signs of transmitting moral and cultural values				
4. Teach your child about your family's culture and traditions, including values the family, home/school, and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teach your child what is important and with higher values, such as respect, politeness, and courtesy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Encourage your child to be kind to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Encourage your child to share messages your child receives from community-based institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Encourage and teach your child to help with family chores and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Encourage having a moral or spiritual code of behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signs of experiencing responsive relationships, programs, and environments				
10. Feel involved in this program, to talk about positive advanced information about your child's development, and to know that your child's interests are important to the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Feel that the advice received from the program is helpful, responsive, and promotes professional development, supports my own personal development, and promotes my professional development, and respects my personal and professional differences, and/or my personal needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Feel concerned, in any way, about how negative images and attitudes (or lack of positive images and attitudes) about my child's race, ethnicity, gender, or culture affect my child or my child's self-esteem or self-worth or the race, ethnicity, gender, or culture of my child's family, culture, or social background and myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Feel that, in general, about how negative images and attitudes (or lack of positive images and attitudes) about my child's race, ethnicity, gender, or culture affect my child's self-esteem or self-worth or the race, ethnicity, gender, or culture of my child's family, culture, or social background and myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Feel that, in general, about how negative images and attitudes (or lack of positive images and attitudes) about my child's race, ethnicity, gender, or culture affect my child's self-esteem or self-worth or the race, ethnicity, gender, or culture of my child's family, culture, or social background and myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Encourage my child to take steps to learn your child to be proud of his or her culture, race, ethnicity, gender, or social background and myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emilie and Chase (January 2014)				
Methodology				
15. Effectively contrast and counteract negative images or lack of positive images about my child's race, ethnicity, gender, or culture, and how these images affect my child's self-esteem and self-worth, and how these images affect my child's family, culture, or social background and myself				
Emilie and Chase (March 2014) 9/10/14 Date				

Uses and impacts of the tools for family and community engagement

When results of the two tools are compared, issues for discussion emerge that can lead to new strategies for improving program quality. For example:

- What can be done to strengthen and increase capacity to provide support and connections within extended families and within communities?
- What are some of the barriers to changing program rules and requirements in response to what is learned from families and communities? How can those barriers be reduced?
- How can the observations of families about their children’s skills and abilities be useful to both families and program staff?
- What can be done by families and child caring programs to better mutually support and reinforce positive cultural messages communicated to children?

The tools are also useful for measuring family engagement outcomes, defined as:

- Isolated families become connected and supported.
- Families have a voice in program frameworks, practices, requirements, and strategies that support them and their communities.
- Families and child caring programs mutually support and reinforce positive cultural messages communicated to children.

In addition, the tools are a catalyst for multidimensional systemic change by:

- Supporting children's transitions between home and other learning environments.
- Providing a vehicle for parents and staff from diverse cultures to better understand each other and to create an environment where all children thrive.
- Increasing and deepening parent engagement in program design and in policy decisions that affect them in order to prevent problems rather than rectifying them after they occur.



- Helping to reshape how program quality and child development are defined and assessed, taking into account the whole child within the context of family and community.
- Giving organizations that effectively serve vulnerable children and families a tool to assess their impact over time and capture the attention of funders and policymakers.
- Generating new data that can improve policies, programs, and practices for children across education, health, and human service agencies.

Options for using the family and community engagement tools

The tools can be used separately or together. They can be used once to assess the current level of child development, program quality, and family and community engagement from the perspective of family and community knowledge systems. They can also be used to produce repeated measures to assess any improvements over time.

The tools can be used separately or together by following a self-guided manual that explains how to administer the tools, process the data, and interpret the results. Advice and consultation are available at an hourly rate.

Betty Emarita is available on a fee basis to train a group of providers and staff to administer the tools with parents and staff/providers, facilitate learning sessions with families and staff in individual programs to complete the tools, and/or to lead a joint learning session with families and staff to review issues that emerged and to devise strategies for addressing them.

Richard Chase and the staff at Wilder Research are available on a fee basis to process the completed tools and prepare a customized report highlighting and interpreting the results.

TOOL OPTIONS AT A GLANCE

Use the tools once to assess the current level of:

- child development
- program quality
- family and community engagement from the perspective of family and community knowledge systems

Use the tools repeatedly to assess improvements over time.

A manual explains how to:

- administer the tools
- process the data
- interpret the results

For more information



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Betty Emarita is an ideation and strategic change consultant. A member of

the National Network of Consultants to Grant Makers, she is certified in Human Systems Dynamics and part of the Polarity Management international learning community. For over two decades, Ms. Emarita and associates have provided services, including strategic planning, evaluations, assessments, and training to clients including the Annie E. Casey Foundation; Ford Foundation; Minnesota Department of Human Services; Washington State Department of Early Learning; Children's Hospitals and Clinics of Minnesota; and national, statewide, and regional cross-sector collaborations of public agencies, foundations, and nonprofit organizations. She has rich experience incorporating information gathered at the community level into broader state-level systems.

A contributor to the 2012 *Washington State Early Learning Guidelines*, she has also written several publications, including *Family, Friend, and Neighbor Care Best Practices in Five Cultural Communities*; a *Home Visitation Guide to Family, Friend, and Neighbor Caregivers* for Think Small, a services, resources, and advocacy organization for early education in Minnesota, and the Early Childhood Resource and Training Center; and most recently co-authored the BUILD policy brief, *Family and Community Knowledge Systems: New Tools for Engagement*.



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Dr. Richard Chase, Senior Research Manager at Wilder Research, Amherst

H. Wilder Foundation, studies early childhood policies, services, and indicators and evaluates the effectiveness of school readiness, prevention, and capacity-building programs for children, youth, and families, with a focus on equity and inclusion. For 30 years, Richard has worked with diverse community-based groups and government agencies to design and carry out useful studies focused on outcomes and improvement. Richard has presented nationally and internationally on culture as a protective factor and has written several reports and BUILD Initiative policy briefs on understanding and supporting family, friend, and neighbor caregiving for healthy early childhood development. He also co-authored the BUILD policy brief, *Family and Community Knowledge Systems: New Tools for Engagement*. Richard also directs Wilder's cost-benefit and return on investment studies. Richard has a doctorate in American studies from the University of Minnesota.

Wilder Research

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Early Childhood Assessment Family and Community Knowledge Systems

For each of the following statements, please describe to what extent or degree (how much or how often) your family demonstrates the feelings, skills, and behavior. In the statements below, community-based or faith-based institutions includes any one of the following: churches, mosques, or synagogues; clan or community centers or neighborhood organizations; reservations and pow-wows; social gathering places such as shops, restaurants, or clubs; or any place you feel connected and supported.

Please check only one response for each statement.

To what extent do you:

	A lot	Somewhat	A little	Not at all
Signs of extended family support and connections				
1. Regularly rely on extended family, clan, close friends, or neighbors for help in raising your child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Rely on family, friends, and/or community-based or faith-based institutions for positive cultural or social messages and support?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Rely on family, friends, neighbors, and/or community-based or faith-based institutions when you need concrete help?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Signs of transmitting moral and cultural values				
4. Teach and support character development, including values like honesty, trustworthiness, and respect?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
5. Teach skills your child will need to interact well with his/her cultural and social networks, such as particular forms of courtesy and respect for elders?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. Support and reinforce positive cultural messages your child receives from community-based or faith-based institutions?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. Encourage and teach your child to help with family chores and responsibilities?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. Emphasize having a moral or spiritual code of behavior?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Signs of experiencing responsive institutions, programs, and agencies				
9. Feel invited, <i>in this program</i> , to talk about positive advanced skills, abilities, and capacities that your child exhibits at home?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
10. Feel that the advice received from early childhood providers, teachers, and parenting professionals about parenting supports your own knowledge and experience, observations, and/or cultural values?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11. Feel concerned, <i>in this program</i> , about how negative images and attitudes (or lack of positive ones) toward your child's cultural, ethnic, social, or gender group will affect him or her?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12. Feel the need to take extra steps, <i>in this program</i> , to teach your child to be proud of his or her cultural, ethnic, or social background and identity?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
13. Feel concerned, <i>in general</i> , about how negative images and attitudes (or lack of positive ones) toward your child's cultural, ethnic, social, or gender group will affect him or her?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
14. Feel the need, <i>in general</i> , to take extra steps to teach your child to be proud of his or her cultural, ethnic, or social background and identity?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Quality Rating of Early Childhood Programs Family and Community Knowledge Systems

For each of the following statements, based on observation and discussion with the families and program staff, describe to what extent or degree (how much or how often) this program demonstrates the skills and behavior of the staff.

Please check only one response for each statement.

To what extent does this program:

	A lot	Somewhat	A little	Not at all
Signs of building character and integrity in children				
1. Support character development, including values such as honesty, trustworthiness, and respect?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
2. Model and teach skills children will need to interact well with their cultural and social networks, such as particular forms of courtesy and respect for elders?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
3. Reinforce basic core values that are shared by a cross section of the families in the program?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
4. Support staff in developing the cross-cultural knowledge and skills to work well with children from cultures with communal values as well as those with more individualistic values through trainings, professional development courses, reflective supervision and staff discussions, or in-house learning teams?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Signs of helping a child develop a sense of self				
5. Connect families to culturally or socially supportive organizations, advocates, and events in their communities?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
6. Have working knowledge about culturally or socially supportive organizations, advocates and events in different cultural or social communities?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
7. Engage with culturally supportive organizations, advocates, and events in different cultural communities?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
8. Demonstrate respect for the home language or dialect of children (including sign language) as they learn standard English?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
9. Recognize and support the positive cultural messages communicated by family, friends, and/or community-based, clan, reservation, neighborhood, or faith-based organizations or institutions?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Signs of understanding and valuing community				
10. Invite families to talk about advanced skills, abilities, and capacities that their child exhibits at home?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
11. Change or adapt program rules and requirements in response to what it learns from families and communities?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
12. Change or adapt its practices, methodologies, framework, and/or strategies in response to what it has learned from families and communities?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
13. View that the advice received from mainstream early childhood and parenting professionals and researchers about parenting supports its own knowledge and experience, observations, and/or cultural values?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
14. Partner (i.e., share financial and other resources) or contract with knowledgeable and trusted community-based, clan, reservation, neighborhood, or faith-based organizations or institutions to deliver services?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
15. Effectively combat and counteract negative images or a lack of positive images and behaviors toward child and his/her cultural, ethnic, gender, language, or disability status that affect the child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4